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AUTHOR Jones, Gwen; Kreps, Alice Roelofs
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ABSTRACT

This is one of twenty course guides in the Community Living Skills Guide for the College for Living series which provides guidelines and workbook activities for the course, Homemaking and Family Living. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. The goal of this course is to familiarize students with the maintenance of independent living skills, i.e., problem solving in relation to food identification, serving and manners, clothing selection and care, personal appearance and hygiene, and family responsibility. Nine steps in the course follow this outline: food identification, attractive food service, manners and eating, clothing care, dressing for occasion or weather, grooming and hygiene, family relationships, family responsibilities, family finances, and family environment. Some additional activities for this and related courses are available as CE 024 478. Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

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HOMEMAKING AND FAMILY LIVING

CE 024 477

THE COLLEGE FOR LIVING
Metropolitan State College
Denver, Colorado 80204

HOMEMAKING

AND

FAMILY LIVING

By

Gwen Jones

and

Alice Roelofs Kreps

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GOAL: To familiarize students with the maintenance of independent living skills, i.e. problem-solving in relation to food identification, serving and manners, clothing selection and care, personal appearance and hygiene, and family responsibilities and relationships.

Homeliving and Family Living
College for Living
Pre-Post Test

Name_____

Date_____

1. Tell three (3) healthy snacks.

2. List the Four Basic Food Groups.

3. Set one place setting at a table.

4. Divide a pile of clothes into two groups - soiled and clean.
   Or use pictures and classify into two groups.

5. Using an electric iron, iron one item using proper safety techniques.

6. Make a list or draw pictures of clothes needed for winter wear, summer wear, autumn wear, and spring wear.

7. What does "sloppy" or "messy" mean to you?

8. How can you be a clean, neat person?

9. Name the people that you live with. Who are they?

10. What are some responsibilities (chores) you have in your house?

11. Where does your money go each month? List expenses.

12. List some of the expenses necessary for maintaining a home.

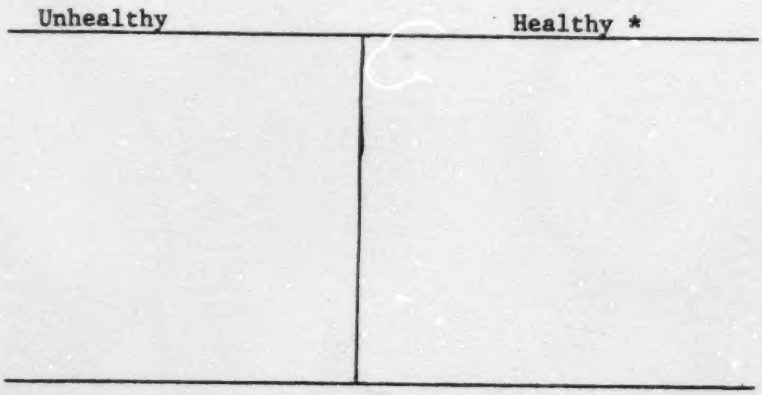
13. What must you do to keep a house neat and clean?

STEP I - Food Identification Part I. 4 Food Groups

Objectives: Student will place specific foods in each of the four food groups when given a picture or label.

Activities:

1. Make a list of 4 food groups and cut out of magazines pictures that fit under each label to form a collage.
2. Plan a meal that includes one or more items from each food group.
3. Snacks - Make a list



4. Go to store and buy 4 items (one from each of the 4 food groups).

* Healthy snacks can be foods contained in 4 food groups.

Resources: "Guide to Good Eating" - National Dairy Council

Food Models - NDC

Food Identification Part II. Sensory Awareness

Objective: Student will describe foods by taste, i.e. sweet, sour or salty; and in terms of raw vs. cooked.

Student will identify substances in terms of edible vs. inedible by pointing out edible foods from a miscellaneous group when asked, "Which of these can you eat?"

Activities:

1. Have a tasting party consisting of lemon wedges, grapefruit sections, cookies, sugar cubes, marshmallows, pretzels, salted fish.
2. Categorize pictures of various foods into groups according to how they taste.
3. Observe spoiled food. How does it look? How does it smell? What might happen if you were to eat it? What should you do to spoiled food?
4. Have students identify a multitude of things as edible vs. inedible.

STEP II - Attractive Food Service

Objective: Student will differentiate 3 different settings by assembling each setting in a pleasing manner.

Activities:

1. Trace the positions of plate and silverware on a placemat.
2. Set a table setting for one person at home.
3. Plan a picnic lunch (Use the four foods). Pack a picnic lunch and go on a picnic.
4. Why do you have parties? Name some kinds of parties.
5. If you have a party what kinds of things do you plan for a party? Why?
6. Plan a party. Talk about kinds of snacks or foods served and how to display them attractively.

   Have a party at the end of this course.

*Each individual has different abilities. One may only be able to set one place setting. Another may be able to set places for 6 people.

Remember the Pre-Post Test Findings.

STEP III - Manners and Eating

Objectives: Student will demonstrate knowledge of appropriate behaviors in eating by making a list of 3 appropriate behaviors and 3 inappropriate behaviors.

Activities:

1. Discuss manners. What kinds of manners do you like at a meal? What kinds of manners don't you like?
2. Show a film on manners.
3. Role-play situations showing
   1) appropriate and courteous behavior
   2) inappropriate and/or obnoxious behavior
      - ordering in a restaurant
      - eating spaghetti
      - eating chicken
      - picnic lunch with friends.
4. Discuss why we concern ourselves with good manners.
   - purpose of etiquette and table service to <u>minimize</u> uneasiness. Designed to facilitate communication, involvement and enjoyment at the table.
   - Minimize # of rules that are absolutes.
5. Discuss answers to following questions:
   Is it proper to eat all the meat on your plate at one time?
   Is it proper to tip the plate or bowl to get the last drop?
   Is it proper to blow on food to cool it?
   What should you do if you are company at dinner and you about to be served some food that you don't like?
   (Think of situations)

STEP IV - Clothing Care

Objective: Student will distinguish when given a choice of 3 garments which one is ironed by pointing to the ironed garment.

Student will label soiled and clean garment.

Activities:

1. Each student will practice ironing one or more articles of clothing. For some this may be a handkerchief; for others, a shirt, blouse or pair of slacks.
2. Review safety rules for using an iron
   - Always turn iron off before unplugging.
   - Never unplug iron to wet hands
   - Unplug by gripping plug; never yank on cord.
3. Review procedure for setting up and taking down ironing board. If don't have a board can iron on table or counter using several folded towels.
4. Show pictures or cartoons of rumpled vs. pressed clothing. Discuss effect on appearance.
5. Show pictures or cartoons of soiled vs. clean clothes. Discuss effect on appearance.
6. Visit a laundromat and demonstrate how to use washers and dryers.
7. Students wear something that is clean and well-pressed. Have a fashion show.

STEP V - Dressing for Occasion or Weather

Objectives: Student will choose appropriate clothing for winter, summer, spring and autumn weather by grouping pictures of weather with pictures of clothing. Student will choose "appropriate" garment according to situation/occasion by looking through a catalog and finding clothing for a given occasion.

Student will select clothing that is acceptable for his/her age group by identifying picture of acceptable clothing.

Activities:

1. Using pictures from magazines and catalogs, make a collage showing clothes worn for each season.

2. Show pictures of formal and tux or nice suit. Discuss situations where would wear that kind of attire.

   Discuss what attire might be appropriate in each of the following situations:

   - church
   - picnic
   - shopping
   - work.

   Show pictures of clothing appropriate to each of the above situations.

STEP VI. Grooming and Hygiene

Objectives: Student will identify a well-groomed as opposed to a dirty person by classifying pictures of persons in either category.

Activities:

Find pictures of clean, neat people and things and make a collage.

1. Find pictures of messy, sloppy people and things and make a collage.

2. Role play being sloppy. Then role play being neat.
   (Discuss how our appearance affects how we feel and act.)

3. State habits necessary for a clean, neat appearance.

4. Practice positive habits for cleanliness and grooming*

   1) brushing teeth
   2) combing hair
   3) clean body
   4) clean clothes

*Find students' weak areas and work on them.

STEP VI - Family Relationships

Objectives: Student will identify roles of different members of family and examine alternate roles (Mother, Father, Sibling, Housemates, Love Partners);

Student will have basic decision-making procedure for family interaction.

Activities:

Discuss these questions:

1. What does a mother do at home?

   What does a father do at home?

   Do mothers and fathers ever do the same things?

   Do you have any brothers or sisters?

   What is a brother or sister?

   What is a housemate?

   How are housemates like brothers and sisters?
   How are they different?

2. Discuss emotions of some situations living closely produces.

   1. A housemate moving out.
   2. A housemate borrowing something without asking.
   3. A housemate who has found someone he/she loves.
   4. Two people in the house want to watch different TV programs at the same time.
   5. One person in house is not doing his/her chores.

3. Role play the following situations:

   1. Counselor in group home having friends over and you can't. Try to discuss this with the counselor.
   2. Parents fighting about their children.
   3. Housemate calling you a name.

4. What do you do when you have a problem concerning a housemate?

   How do you tell someone that something they are doing is bothering you?

5. Here is a formula for handling some problems.

A. What is the problem?
B. Analyze problem: classify facts and feelings (What is happening? Why is this a problem?).
C. Determine main issues of problem and state goal/end of problem.
D. Plan several ways to reach goal.
E. Select best way (what you think is the best way) of solving the problem.
F. Try out selection you made in E.
G. Is the problem solved?
H. If not, go back to D and choose another plan of action.
If yes, be pleased with the work you did to handle your problem.

Try using it in the following situations.

1) You and your roommate are angry with each other because neither one of you wants to do the dishes.
2) You want to go out on a date but you only have enough money for one person.
3) You have $15.00. You just got $21.00 worth of groceries at the checkout stand. What can you do to solve this problem.

Now let's use it in a real problem situation that you're going through.

STEP VII - Family Responsibilities

Objectives: Student will describe responsibilities needed to maintain a house by making a collage demonstrating household chores or by drawing pictures of activities.

Activities:

1. Make a list of chores that need to be done in order to maintain a house.
2. Make a list of your duties at home.
3. Discuss roles of father, mother, siblings, housemates, counselors, lovers. What are their responsibilities?
4. If you live in an apartment, what responsibilities do you have toward your neighbors? Why?
5. What responsibilities do others have in regards to you?

Teacher Note: Bring pictures and equipment for doing chores in the home for demonstrating if person can't conceptualize.

VIII - Family Finances

Objectives: Student will itemize monthly expenses.
Student will make a "livable" budget for self.

Activities:

Part II. Monthly Living Expenses

1. Bring in a variety of bills (telephone, public service, grocery, water, paper). Find the total due on each bill.

2. A. What bills do you have each month?
   B. Arrange in order of priority. Discuss consequences of different orders.

3. Given the following situations arrange in order of priority.

   A. _____ go to a movie.

   _____ pay your paper bill.

   _____ go out to dinner.

   B. _____ pay telephone.

   _____ pay public service.

   _____ pay magazine subscription.

   C. _____ buy food for the month.

   _____ pay your rent.

   _____ buy a new outfit.

4. How do you budget your money now?
   Put down total money you make each month.
   Did you include SSI, allowance from parents, wages, etc.
   Do you make the same amount of money each month?

Part I. Allowances and Spending Money

1. What do you usually spend your allowances on?

2. How much do you get a week to spend as you wish?

3. Which would you rather do....?

   A. _____ spend your weekly money on snacks.

   _____ save for something you really want

   _____ take your friend to the movies

   _____ buy an album, comic books, or a magazine

B. _____ go shopping with a friend

_____ go to a bar and dance

_____ buy a birthday present

_____ pay your rent

Part II 5. Checklist for monthly bills

	Jan.	Feb.	March	April	May
Rent					
Food					
Utilities					
Gas, Elec					
Water					
Transportation					
Telephone					
Personal Items*					
Clothing					
Recreation					
Medical					
Dentist					
Doctor					
Total					

* personal items include soap, shampoo, haircuts, feminine hygiene products, shaving materials, toothpaste, etc.

4. You get $10.00 a week spending money.

A. How long would you have to save for a $28.00 radio?

B. If you spend $3.68 on personal items, how much money would you have for incidentals?

C. If you buy a $.75 lunch every day for five days, how much would you have left?

D. You have $5.56 from last week. You want to buy a shirt for $12.98. Do you have enough money?

E. You owe a friend $2.00. You go to a movie for $3.00. You eat $1.65 worth

of snacks at the movie. How much do you have left for the rest of the week!

5. Solve these problems.

   A. You want to see a movie with a friend. You only have enough for one person + food. What could you do?

   B. You are at the checkout stand at a store. You only have $4.00. Your bill comes to $5.21. What can you do?

   C. A salesperson comes to your door. He/She wants you to take out a subscription for 3 magazines for only $2.00 a month for 12 months. Discuss implications and solutions to this situation.

PART III - Saving your Money/Using it Wisely

1. Is saving a little money each week valuable? Why? Why not?

2. What kinds of things do you save your money for? Make a list.

Necessities	Extras

3. Where do you keep your savings?

4. How much do you make each week or month? How much do you save each week or month?

5. Discuss necessities.

   Discuss entertainment and recreation. Does it always cost?

   What does a person need to subsist?

   What does a person need to thrive and grow?

   How can you meet your needs as a full human being on a "shoestring" budget?

IX - Family Environment

Objectives: Student will list 4 things that make him/her feel comfortable in a living situation.

Student will list 5 things necessary for adequate physical upkeep of an apartment or house.

Activities:

1. What makes you feel comfortable in a "living" situation?

   What makes you feel uncomfortable?

2. Here is a list of situations. Put a beside the situations that make you feel good. Put a beside the situations that make you feel bad. If you don't care one way or the other, leave the space blank.

   _____ Loud music

   _____ Dirty dishes

   _____ Pets

   _____ TV on most of the time

   _____ Mopped and vacuumed floors

   _____ Visitors/guests stopping by often

   _____ Sleep with someone

   _____ Cluttered coffee tables, end tables, etc.

   _____ Clothes and shoes put in pre-arranged places

   _____ Pictures on wall

   _____ Clean bathroom

   _____ Cupboards and drawers neatly arranged

   _____ Nylons, underwear, and pajamas hanging around in bathroom or bedroom

   _____ Bed unmade

   _____ No shower, only tub

   _____ No tub, only shower

3. List chores that must be done daily (dishes, bed made, pick up clutter, cooking, etc.).

4. List chores that must be done weekly (rooms cleaned, vacuuming, sweeping, etc).

5. List chores that should be done periodically.
(hint: refrigerator cleaning, windows, stove, etc.)

6. What are some chores that must be done in order to keep a house neat and clean?

7. Bring one item to share with class that makes you feel comfortable.

8. Draw a dream home or describe a "perfect" place to live. Then discuss compromise and reality. Discuss individual vs. family needs.

9. Practice some skills needed to maintain a clean and neat house (mop, dust, do dishes, put away food, etc.)

10. Visit a home furnishings store and daydream.

11. Solve these problems:

A. A dirty rug
B. A hole in the wall
C. A stained sink
D. A noisy roommate
E. A stinky kitchen
F. No curtains
G. Loose tile on the floor
H. No heat
I. A cluttered living room
J. An angry neighbor
K. Nosy landlord
L. A lost pet
M.
N.

12. What do you wish to improve in your home situation?
Make a step-by-step plan of improvement.